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ABSTRACT

This study reviews actions taken by state departments of education relative to competency-based teacher education/certification (CBTE/C) in terms of variables indicating degree of commitment of the concept. Variables discussed are (a) formal or informal study, (b) support for pilot activities, (c) utilization of an approved-program approach for teacher education program accreditation, (d) recent revisions of teacher education and certification standards and guidelines, (e) documents discussing CBTE/C, (f) development and approval of a state CBTE/C plan, and (g) existence of legislative mandate relating to CBTE/C. The following conclusions are presented: (a) all 50 states were engaged in formal or informal study of CBTE/C; (b) 48 states had pilot activities; (c) all states revising certification standards and guidelines chose an approved-program approach for accreditation; (d) only 20 states had developed a CBTE/C plan; and (e) only 12 states had mandated legislation. Future projections include (a) less emphasis on preservice programs, (b) more application of CBTE/C to inservice education and recertification approaches, (c) partial use of CBTE/C models in state plans, and (d) more classroom-teacher involvement in state program accreditation and certification processes. (Author/JS)

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ACTIONS TAKEN BY STATE DEPARTMENTS OF EDUCATION IN DEVELOPING CBTE CERTIFICATION ~~SYSTEMS~~

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ACTIONS TAKEN BY STATE DEPARTMENT OF EDUCATION IN DEVELOPING CBTE CERTIFICATION SYSTEMS

By Dr. John C. Pitman

The topic of this presentation is a review and discussion of actions taken by the 50 State Departments of Education in developing or studying the possible development of state level competency based teacher education (CBTE) and/or competency based certification (CBC) systems. The purpose of the review is twofold: 1) to present the current state of CBTE-CBC development in the 50 states (as of June 1974) as accurately as possible and 2) to suggest some of the possible future directions that states may take in CBTE-CBC development. The first aspect, can be stated in fairly objective terms. The second aspect, since it is projected, is highly subjective and represents the best thoughts of the presentor.

I should begin by briefly telling you why this presentation is being made here today. I work for the New England Program in Teacher Education (NEPTE) located in Durham, New Hampshire. NEPTE, is a non-profit educational organization serving the New England states. The primary purpose of NEPTE is to support the development and testing of innovative approaches that might be used to improve existing teacher education practices and approaches. Rather than focus on a single approach for the improvement of teacher education, NEPTE has attempted to encourage and support the development and testing of multiple approaches to teacher education. One promising approach for the improvement of teacher education supported by NEPTE is Competence Based Teacher Education (CBTE).

In September of 1972 I was hired by NEPTE and located in the Rhode Island Teacher Center (RITC) which is a federally funded center, but operates as a part of the Rhode Island Department of Education, Bureau of Technical Assistance. I was placed in Rhode Island for two reasons: 1) because CBTE-CBC was considered

to be a major state priority at the time the Rhode Island position was being negotiated with NEPTE, and 2) because of my expertise in CBTE. My position within RITC is Component Coordinator for Performance Based Teacher Training and Certification. My duties within the state are to: 1) provide technical assistance to the two major state teacher preparation institutions (Rhode Island College and the University of Rhode Island), both of which were and are now active in developing CBTE programs or portions of programs; 2) serve as resource person for state level groups investigating CBTE-CBC as a possible alternative approach to existing accreditation and certification procedures, and 3) develop an information center for CBTE-CBC which could be used by educators within the state. In my role as Assistant Director for NEPTE I work with various groups active in the New England area on CBTE-CBC.

One of the New England groups that I assisted in my NEPTE role was the New England Association of Teacher Educators. The New England ATE had focused its annual Spring Conference on CBTE for the past three years (1972, 1973, 1974). The 1972 conference focused on the conceptual and the theoretical basis of the CBTE movement. The 1973 conference focused on actual programs in operation nationally (the University of Toledo) and within the New England region. The 1974 conference focused on a way by which CBTE could be made more humanistic and addressed some of the criticisms raised concerning the mechanistic nature of CBTE. Over this three year period much CBTE activity was evident on various college campuses in the New England region. CBTE programs were being developed slowly and carefully and models were evolving and being tested. Meanwhile, some of the states in the region were also active in CBTE-CBC at the state department level. Some State Departments were given the charge of investigating CBTE-CBC and/or preparing models and developing CBTE-CBC plans for approval by State Boards of Education and possible legislative action.

Unfortunately, the parallel developments at the state department level and within the colleges and universities was too often discreet. Often, by the time colleges and universities were ready to present their models to state policy groups, a law or a policy concerning CBTE would be issued or surfaced by state planning groups which was not compatible with CBTE programs developed or developing in teacher preparation institutions.

A basic question was; "How could state department personnel and college and university teacher educators better cooperate in the development of CBTE-CBC?" One could also ask: "Why had communications between these two groups broken down or been less systematic than one might wish?" The bias of this presentor is that for the most part, college and university teacher educators tend to ignore the policy and political aspects of CBTE-CBC development. I do not want to imply that teacher educators are politically naive, though undoubtedly, some are. The experiences of this presentor with teacher educators engaged in the development of CBTE programs suggests that CBTE developers tend to concentrate on programatic aspects of CBTE development and leave policy considerations to "others". To the extent that those "others" shared the views and concerns of program developers, all would mesh in the end. However, many of the "others" had different goals in mind. In effect, state level CBTE-CBC investigation and development usually is accomplished through broadly representative committees, commissions, and boards. College and university teacher educators are typically one-third or one-fourth of the representation on such state level groups and are typically not program development types. Other groups represented are teacher associations and unions, local school district administrators, state department of education personnel and often community persons. Most of these groups are politically active. In addition, such groups have agendas other than carefully controlled program development, e.g., cost concerns, control concerns,

(parity in decision-making), and educational accountability. Consequently, CBTE-CBC development at the state level often tends to develop along different lines than it does within the academic community.

There is, in the judgement of this presentor, a need for college and university teacher educators to become more aware of the developments occurring within the political arena that effect the development of CBTE-CBC in the respective states. My assumption is that such awareness will lead to a more concerted and proactive stance on the part of teacher educators and hopefully result in more effective state level planning. The firm belief of this presentor is that all major educational groups must be involved in any movement having major implications for the conduct of teacher education. If any one educational group is placed in a weak or negligible position, for whatever reasons, the result will be a weakened teacher education system. Colleges and universities need to become more responsive to the needs of local school district administration and teachers, but they should do so through cooperative action not because of political pressures.

My premise is that college and university teacher educators (administrators and teachers), state department of education personnel, local school district administrators, and teacher organization representatives all should have inputs into the design, implementation and evaluation of teacher education programs and the certification and accreditation processes. Further, students in teacher education programs and community persons (parents and others) should be consulted, formally and informally.

REVIEW OF ACTIONS TAKEN BY STATE DEPARTMENTS OF EDUCATION

Information describing the actions of the respective State Departments of Education in CBTE-CBC development was obtained from the following sources:

1. Roth, Robert, Performanced-Based Teacher Certification: A Survey of the States. New Jersey State Department of Education. Trenton, New Jersey, December, 1972.

2. Roth, Robert. Performance-Based Teacher Certification: A Survey of the States, 1974. Michigan Department of Education, Lansing, Michigan. 1974.

3. Schmieder, Allen A. Competency-Based Education: The State of the Scene. American Association of Colleges for Teacher Education, Washington D.C. February, 1973.

4. Schmieder, Allen A. "Profile of the States in Competency-Based Education". PBTE Newsletter Vol. 3, No. 5 Multi-State Consortium on Performance Based Teacher Education. Albany, New York. November, 1974.

5. Pitman, John C. Summary of Action Taken by Selected States Involved in Developing Competency-Based Certification Systems. New England Program in Teacher Education. Durham, New Hampshire. August, 1973.

6. Wallace, Maurer (Ed.). Competency-Based Teacher Certification in the United States. Pennsylvania Department of Education. Harrisburg, Pennsylvania 1974.

PROCEDURES

The following procedures were utilized to develop the summary data tables that are discussed in this presentation:

1. Information contained in the 1972 Roth and Schmieder Surveys was reviewed and listed for each state;
2. Information contained in the 1974 Roth and Schmieder Surveys was reviewed and added to the lists for each state;
3. Information on the state lists was compared with information contained in the other studies noted and the lists were revised; and
4. Seven variables were selected and summary data tables were prepared for each variable based upon data contained in the respective state lists.

Persons interested in more complete data on the respective states should refer to the previously listed studies. Following the discussion of the summary data tables, I will offer some tentative projections as to likely future directions for CBTE-CBC development in the 50 states.

DEFINITIONS

One of the first things one notices as he reviews information obtained from the states is an almost bewildering array of terms used to designate teacher education program approval and teacher certification systems all within the rubric of competency or performance. For the sake of clarity, I hope, I will use the terms competency based teacher education (CBTE) and competency based certification (CBC). In this presentation, a teacher education or certification system is termed competency based if: 1) the program objectives and/or certification criteria and standards are stated in measurable terms; 2) an evaluation of the teacher education student is made upon entry into the program and at designated times during the program in terms of the stated objectives and criteria, and 3) the standards and criteria are made public prior to the implementation of the system. In essence, a competency based teacher education program requires that the processes used by a state to approve given teacher education programs or to award teaching certificates are based upon specific statements of competency rather than on general or categorical criteria such as course hours in various subject areas. If competency based standards are used to approve programs, it follows that competency based criteria should be used as the basis for licensing educational personnel. In effect, such is the case in those states that use a CBTE approved program approach to accredit teacher education programs, the graduates of which are awarded an initial teaching certificate.

BASIS FOR STATE DEPARTMENT OF EDUCATION ACTIVITY

All state departments of education are expected to operate some type of system that will insure that a certain level of quality is maintained in the public education system of the state. The state is both the historical and

legal agent for the credentialing of educational personnel. Credentialing implies that some type of standards or criteria be developed upon which credentials are awarded. It logically follows that, the standards and criteria employed by teacher education institutions be consistent with certification standards and criteria. In effect, state departments of education, must be concerned with the quality of education programs in institutions preparing educational personnel (accreditation systems) and the quality of graduates of educational programs (credentialing systems).

A state can use various means to accredit educational programs. National standards such as the NCATE or NASDTEC program approval guidelines can be used. The state can use national standards and refine them by adding their own standards. A state might opt to develop and use its own standards and guidelines. A state could opt to let the institutions of higher education develop their own standards and then approve the graduates recommended by the respective institutions. All states have some system of evaluating programs prior to awarding program graduates an initial teaching certificate. All states also have some type of criteria used to give advanced certificates beyond the initial or provisional license. The degree of specificity required for program approval and then later for permanent or professional licensure is what is in question in a competency based approach.

Another major aspect of a competency based approach is that a collaborative or at least broadly based participatory process is implied. For the most part, this means that the existing (traditional) inputs used to develop and operate program accreditation and the licensing functions of a state department of education must be expanded to include additional groups or at least more nearly equalize the representation of existing groups. This often means that the college and university group will have to share its control over program development especially at the preservice level. At the inservice level, the

state department of education may have to give greater input to local school district administrators and teachers.

Since a competency based system depends upon the specific statement of competencies to be attained and demonstrated (evaluated), the ability to measure stated competencies with reasonable precision is critical. This issue poses some of the most difficult problems for those persons or groups responsible for the development of competency based systems at whatever level. The research base is less than clear as to just what competencies really do make a difference in terms of eventual student learning. Consequently, there is considerably debate from teacher organizations and other educational groups, concerning those competencies for which teachers should be held accountable. The importance of evaluating stated competencies and the degree of argument over any given competency magnifies as one moves from an experimental pilot program being implemented in a single teacher preparation institution to a fully developed, mandated state system effecting all teacher preparation institutions and/or the credentialing of all teachers. Most states have found that it is easier, at least in terms of outside pressures from various educational groups, to concentrate on developing preservice CBTE standards leading to an initial teaching certificate than it is to address inservice staff development which effects the criteria used for certification.

SUMMARY OF DATA ON STATE ACTIONS

It is most difficult to make unambiguous summary statements or clear generalizations on CBTE-CBC developments in the respective states. Information reviewed was submitted by the states and based upon different survey instruments. Definition of terms is often confusing confounding strict categorization of replies. Also, the close relationship between program approval

standards and certification criteria makes the separation of efforts directed at teacher education program accreditation teacher certification of graduates from teacher education programs unclear. If a state uses a CBTE program approval process to accredit a program and then awards an initial certificate to graduates recommended by the preparing inscitution does one imply that the certificate is competency-based? If not, must there be separate competency based certification criteria? If a state notes that they utilize an approved program approach based on NCATE, NASDTEC or state developed standards which "encourage" the development of CBTE programs, should one classify such standards CBTE? These questions and others are difficult.

In this presentation I will try to establish rather general "common sense" categories which, I'm afraid, are a bit arbitrary. My primary concerns are the following:

1. Has a state formally or informally studied CBTE-CBC?
2. Has a state supported pilot CBTE-CBC activities?
3. Has a state recently revised their teacher education/certification regulations?
4. Is an approved program approach being used?
5. Does a state specifically note that their approved program approach "encourages" CBTE program development?
6. Are there documents available through the state department of education that specifically address CBTE-CBC?
7. Has a CBTE-CBC plan been developed, and/or approved?
8. Is there a legislative mandate for CBTE-CBC?

The purpose of the above questions is to enable the presentor to determine the degree of real committment evidenced by the respective states toward CBTE-CBC. Since CBTE-CBC has been a highly pervasive movement during the past few years, one would expect to find most states active in the initial stages of

CBTE-CBC development, i.e., research, review, piloting and developing CBTE-CBC recommendations. However, as the costs increase so too must the degree of state committment increase. In a time of "tight money" one would expect less activity at the full state implementation and support levels. It should also be noted that as one moves from studying CBTE-CBC to proposing mandated implementation of CBTE-CBC the political pressures increase since special interests of participating educational groups will be effected. A quick inspection of the data in the summary data tables shows that the projected decrease in state committment is valid--practically all states have been or are active in CBTE-CBC study and pilot activity but very few states have moved into full implementation of CBTE or CBC systems backed by legislation or State Board of Education resolutions.

DISCUSSION OF SUMMARY TABLES

Table 1 Summary--CBTE-CBC Study - A review of the data in Table 1 shows that all states have studied or are studying CBTE-CBC. In 26 states the basis for the study was a formal directive, charge, or resolution originating from a state act or State Board of Education resolution or directive. The following titles are representative of the formal state level study groups: 1) Alabama, State Education Agency Advisory Committee; 2) California, Commission for Teacher Preparation and Licensing created by the Ryan Act; 3) Florida, Teacher Education Advisory Council; 4) Maine, Professional Standards Advisory Commission, chartered by the State Legislature, and 5) Oregon, Teacher Standards and Practices Commission, created by State Legislative Acts. In the other 24 states informal studies were conducted. The following titles are representative of such informal study groups: 1) Arizona, Performance Recertification Task Force, 2) Iowa, State Advisory Committee, 3) Nevada, Ad hoc Committee, and 4) Rhode Island, Associate Commissioner's Committee on CBTE-CBC.

TABLE 1

STATES WHICH HAVE STUDIED COMPETENCY BASED TEACHER EDUCATION AND CERTIFICATION THROUGH A FORMALLY DESIGNATED STATE LEVEL BODY OR INFORMALLY WITHIN THE STATE DEPARTMENT OF EDUCATION

STATE	STUDY BASED ON STATE ACT OR STATE BOARD OF EDUCATION RESOLUTION	STUDY BASED UPON STATE DEPARTMENT OF EDUCATION DIRECTIVE	STATE	STUDY BASED ON STATE ACT OR STATE BOARD OF EDUCATION RESOLUTION	STUDY BASED UPON STATE DEPARTMENT OF EDUCATION DIRECTIVE
Alabama	X		Montana		X
Alaska		X	Nebraska		X
Arizona		X	Nevada		X
Arkansas		X	NH	X	
Calif	X		NJ	X	
Colorado		X	NM		X
Conn	X		NY	X	
Delaware	X		NC	X	
Florida	X		ND		X
Georgia	X		Ohio		X
Hawaii		X	Oklahoma		X
Idaho	X		Oregon	X	
Illinois	X		Penn		X
Indiana	X		RI	X	
Iowa		X	SC		X
Kansas		X	SD		X
Kentucky		X	Tenn	X	
Louisiana		X	Texas	X	
Maine	X		Utah	X	
Maryland	X		Vermont	X	
Mass	X		Va	X	
Michigan	X		Wash	X	
Minnesota	X		W Va		X
Miss		X	Wis		X
Missouri		X	Wyoming		X
S_1	14	11	S_2	12	13
			S_1	14	11
			TOTAL	26	24

Table 2 Summary--CBTE-CBC Pilot Activity - A review of the data in Table 2 shows that a total of 48 states have some type of pilot CBTE-CBC activity. In 24 states pilot activity has been directly supported by the State Departments of Education. In the other 24 states with pilot CBTE-CBC activities, such activity has been supported by individual teacher preparation institutions. Two states, Arkansas and Hawaii reported no pilot activity, but Hawaii noted that an SDE - University of Hawaii pilot was under development. It should be noted that in those states where the SDE supported pilot activities there were, typically, also university or college supported pilot CBTE programs. The following examples indicate the wide range in SDE supported pilot activities:

1. Alabama - 1st year teacher pilot program supported by the SDE, selected local school districts, and a teacher preparation institution.
2. California - pilot testing an external assessment program
3. Florida - support given to selected teacher preparation institutions to pilot a leadership and dissemination model
4. Iowa - funded an experimental CBC project for school counselors
5. Louisiana - gave CBTE planning grants to six state institutions
6. Maryland - funded a state college to develop a State Dissemination Center for CBTE and provided funds for substitute pay so that teachers could attend state sponsored CBTE workshops.
7. New Jersey - provided funds to a state college to test competency lists (developed by state task forces) by using student teachers in field settings.
8. New Mexico - provided funds to local school districts so that they could develop model competency systems and define competencies in terms of goals for all levels of educational tasks.
9. Texas - provides support for a statewide teacher center system

TABLE 2

STATES WHICH HAVE SUPPORTED SOME TYPE OF PILOT CBTE-CBC ACTIVITY THROUGH THE STATE DEPARTMENT OF EDUCATION OR HAVE ENCOURAGED PILOT ACTIVITY IN TEACHER PREPARATION INSTITUTIONS

STATE	SDE SUPPORT FOR PILOT ACTIVITY	PILOT ACTIVITY SUPPORTED BY TEACHER PREPARATION INSTITUTIONS
Alabama	X	
Alaska	X	
Arizona	X	
Arkansas		
Calif	X	
Colorado		X
Conn	X	
Delaware		X
Florida	X	
Georgia	X	
Hawaii		
Idaho		X
Illinois		X
Indiana		X
Iowa	X	
Kansas		X
Kentucky		X
Louisiana	X	
Maine	X	
Maryland	X	
Mass		X
Michigan	X	
Minnesota	X	
Miss		X
Missouri		X
S_1	13	10

STATE	SDE SUPPORT FOR PILOT ACTIVITY	PILOT ACTIVITY SUPPORTED BY TEACHER PREPARATION INSTITUTIONS
Montana	X	
Nebraska		X
Nevada		X
NH	X	
NJ	X	
NM	X	
NY	X C*	
NC		X C*
ND		X
Ohio		X
Oklahoma		X
Oregon		X C*
Penn	X	
RI	X	
SC		X
SD	X	
Tenn		X
Texas	X	
Utah	X	
Vermont	X	
Va		X
Wash		X C*
W Va		X
Wis		X
Wyoming		X
S_2	11	14
S_1	13	10
TOTAL	24	24

*C - Pilot activity has placed particular emphasis on the use of consortia to develop and implement CBTE pilot programs.

10. Vermont - provides support to local school districts developing alternative inservice certification programs which are competency based.

Clearly, SDE pilot program support reflects quite different priorities in the various states. The majority of pilot support is still going to teacher preparation institutions for the development of CBTE, programs, models and system components. However, considerable support is being given to local school districts and is directed at inservice program development and the development of alternative certification systems.

Table 3 Summary--Recent Revision of Standards - A review of the data in Table 3 shows that a total of 28 states have revised their teacher education program approval standards and/or teacher certification criteria and regulations within the past seven years--26 of these within the the last four years. This does not mean that such revisions were, in all cases, done to specifically facilitate CBTE-CBC development. It is probably fair to state that revision of standards and regulations is evidence, on the part of a given state, that the state is interested in providing for greater flexibility and innovation in teacher education and teacher certification procedures. Further, all revisions resulted in the selection of an approved program approach as the basis for accrediting teacher education programs (some states had an approved program approach and up-dated the standards used). It should be noted that such an approach is generally believed to facilitate the development of innovative and experimental programs and consequently would facilitate a CBTE thrust.

Table 4 Summary--States Utilizing an Approved Program Approach - A review of the data in Table 4 shows that a total of 29 states utilize the approved program approach to accredit teacher education programs and to award initial teaching certificates. The most common guidelines used are NCATE and NASDTEC. Seventeen (17) of the 29 states have either developed separate CBTE standards and guidelines to be used through an approved program approach or specifically state that the use of the approved program approach allows the state to "encourage"

TABLE 3

STATES WHICH HAVE RECENTLY REVISED THEIR TEACHER EDUCATION AND CERTIFICATION STANDARDS AND GUIDELINES TO PROVIDE FOR CBTE-CBC AS A SEPARATE APPROACH OR TO ALLOW FOR ITS INCORPORATION INTO EXISTING TEACHER EDUCATION AND CERTIFICATION PROCEDURES

Alabama
Arizona
California
Colorado
Connecticut
Delaware
Florida
Georgia
Illinois
Indiana
Kentucky
Louisiana
Maryland
Massachusetts
Minnesota
New Hampshire
New Mexico
New York
North Carolina
Oregon
Pennsylvania
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia

TOTAL 28

TABLE 4

STATES WHICH UTILIZE AN APPROVED PROGRAM APPROACH (APA) FOR THE ACCREDITATION OF TEACHER EDUCATION PROGRAMS

STATES	APA SEEN AS FLEXIBLE ENOUGH TO INCORPORATE CBTE	NO MENTION OF CBTE	STATES	APA SEEN AS FLEXIBLE ENOUGH TO INCORPORATE CBTE	NO MENTION OF CBTE
Alabama	X		Montana		X
Alaska		X	Nebraska	X	
Arizona		X	Nevada		
Arkansas			NH		X
Calif	X		NJ	X	
Colorado	X		NM		
Conn		X	NY	X	
Delaware	X		NC	X	
Florida	X		ND		
Georgia	X		Ohio	X	
Hawaii		X	Oklahoma	X	
Idaho		X	Oregon	X	
Illinois	X		Penn	X	
Indiana	X		RI		X
Iowa	X		SC		X
Kansas			SD	X	
Kentucky		X	Tenn	X	
Louisiana			Texas	A*	
Maine	X		Utah	A*	
Maryland	X		Vermont		X
Mass	X		Va		X
Michigan	X		Wash	X	
Minnesota	X		W Va	X	
Miss			Wis	X	
Missouri			Wyoming		
S_1	14	6	S_2	15	6
			S_1	14	6
			TOTAL	29	12

*A - Use Approved Program Approach but have separate standards for CBTE programs and for non-CBTE programs.

CBTE program development. If one combines the data in Tables 3 and 4, it is clear that in those states where CBTE has been separately developed and backed by state plans or "encouraged" by a given state department of education, the prevailing mechanism used has been the approved program approach.

Table 5 Summary--Specific CBTE Documents - A review of the data in Table 5 shows that a total of 23 states have produced state department of education documents that specifically address aspects of CBTE-CBC. Several other states have been active in CBTE-CBC plan development, but have not referred to the concepts directly. The fact that all 50 states have studied CBTE-CBC, but only 23 have developed documents specifically mentioning CBTE-CBC suggests the degree of state committment to the concept, is slight in many states. A comparison of states formally studying CBTE-CBC and those informally studying CBTE-CBC showed that neither group was more likely to produce a document on the concept.

Table 6 Summary--Production of a State CBTE-CBC Plan - A review of the data in Table 6 shows that a total of 24 states have developed a plan that addresses statewide CBTE,CBC, or requires the use of competency criteria in local school district evaluations. Of these 24 plans, 18 have been approved and are being implemented or are scheduled to be implemented. Arizona and Utah are included with no date since the degree of statewide implementation on a pilot basis or partial plan basis is considerable and suggests to the writer that the proposed plan will be approved shortly. I have included all the states that actually developed a plan from 1972 to June of 1974. Some of these states have, since the development of a state CBTE-CBC plan, decided to take a less proactive stance and have cancelled their plan. These states are Idaho, Illinois, Michigan and New Jersey. This leaves a total of 20 states that still have a CBTE-CBC plan under consideration or approved in some form.

TABLE 5

STATE DEPARTMENTS OF EDUCATION THAT HAVE DEVELOPED DOCUMENTS SPECIFICALLY ADDRESSING ASPECTS OF CBTE-CBC

Arizona
Colorado
Connecticut
Florida
Georgia
Kansas
Kentucky
Louisiana
Maryland
Michigan
Minnesota
Mississippi
Nebraska
New Hampshire
New Jersey
New Mexico
New York
North Carolina
Oklahoma
Pennsylvania
Rhode Island
Texas
Utah

TOTAL 23

TABLE 6

STATES THAT HAVE DEVELOPED A PLAN FOR THAT ADDRESSES SOME ASPECT(s) OF COMPETENCY BASED EDUCATION/CERTIFICATION

HAVE DEVELOPED A PLAN		PLAN APPROVED AND BEING IMPLEMENTED OR SCHEDULED TO BE IMPLEMENTED	
Arizona		Arizona	(No date)
California		California	1974
Connecticut		Connecticut	1974
Florida		Florida	1972
Georgia		Georgia	1978
Idaho	R	Massachusetts	1975
Illinois	R	Minnesota	1974-1975
Maine		New Hampshire	1975
Massachusetts		New Mexico	1975
Michigan	R	New York	1980
Minnesota		North Carolina	1972
New Hampshire		Oregon	1974
New Jersey	R	Pennsylvania	1978
New Mexico		Tennessee	1974-1975
New York		Texas	1975-1976
North Carolina		Utah	(No date)
Oregon		Vermont	1973-1974
Pennsylvania		Washington	1975-1977
South Dakota			
Tennessee			
Texas			
Utah			
Vermont			
Washington			
TOTALS	24		18

R = had a state CBTE-CBC plan approved and subsequently had the approval reversed. State Departments of Education in these states now playing a facilitative role.

Of the 20 states with operational state CBTE-CBC plans, only Maine and South Dakota have not gained at least partial plan approval.

Table 7 Summary--States with Some Type of CBTE-CBC Mandate - A review of the data in Table 7 shows that a total of 12 states have some type of legislation requiring CBTE, CBC, or competency based local school district evaluation. Six (6) states, from the group of states having a CBTE-CBC plan approved, chose not to mandate their plan--New Mexico, North Carolina, Tennessee, Texas, Utah and Washington. Four (4) of the state mandates require local school districts to conduct performance evaluations of their personnel which utilize locally developed performance criteria. The procedures for the local evaluations and general performance criteria are developed at the state level (Arizona, California, Connecticut, Massachusetts). Florida and Vermont require local school districts to develop inservice Master Plans that are competency based and can be used as a basis for recertification. Georgia plans to have all initial certificates awarded to teacher education graduates, be competency based and non-renewable. Minnesota has established a recertification process based on renewal units which ties recertification to specific competencies and activities. Each local school district must establish a Renewal Committee. Procedures are developed at the state level and monitored by a State Renewal Committee. This is not a strictly competency based system. New Hampshire ties recertification to locally developed Staff Development Plans, which require the statement of competencies, but is not strictly a competency based system. Three states have required that teacher education programs be competency-based--New York, Oregon and Pennsylvania. New Jersey and Michigan had approved a CBC mandate but withdrew the mandate. Texas had approved a CBTE mandate, but now operates CBTE as an alternative route for institutions choosing this approach.

TABLE 7

STATES THAT HAVE MANDATED SOME TYPE OF COMPETENCY BASED EDUCATION/CERTIFICATION LOCAL SCHOOL DISTRICT EVALUATION REQUIRING THAT COMPETENCIES BE STATED

STATES	TYPE OF MANDATE
Arizona	Recertification to be based on performance criteria (LEA)
California	LEA's to evaluate all personnel below superintendent, annually or semi-annually
Connecticut	LEA's to annually evaluate all staff below superintendent and "performance evaluation" to be used for all certificates
Florida	All LEA's to submit inservice Master Plans stating competencies
Georgia	All initial certificates awarded teacher education graduates be competency-base, non-reviewable (effective 1978)
Massachusetts	LEA's to conduct annual evaluations of all teaching personnel based on performance criteria
Minnesota	Initial competency-based certification in force in some areas. Recertification base on a "renewal unit" system
New Hampshire	Basis for recertification--LEA developed Staff Development Plans
New York	CBTE-CBC to be required by 1980
Oregon	All new programs to adopt "Process Standards" (CBTE focus)
Pennsylvania	Conversion to competence based education/certification by 1978
Vermont	All LEA's to develop alternative inservice programs that are competency based (LEA sets competencies)
	STATES MOVING AWAY FROM MANDATED POSITIONS
New Jersey	Had a CBC mandate in 1972 but reversed in 1974 due to pressure from New Jersey Education Association and other groups.

TABLE 7 (Continued)

Michigan	Had CBC mandate in 1971 but reversed to a position of facilitating the development of CBTE programs in 1974.
Texas	Had a CBTE mandate to be in effect 1977, reversed to CBTE as an alternative as a result of pressure from higher education groups and an Attorney General's advisory ruling.

Summary - In the past four years all states have studied the possibility of developing state level CBTE-CBC systems. About half of the states (24) created formal study groups while the other states utilized SDE personnel or informal study groups. Practically all states (48 of 50) have some type of CBTE or CBC pilot activity. Pilot activity was supported by the state departments of education in 24 states. The importance of SDE support of pilot activity is reflected in the fact that 10 of the 12 states with some type of competency based mandate also supported various types of competency based pilots. It is also clear that, when state dollars were required for pilots the number of states involved dropped (50 to 24). A total of 28 states have revised their teacher education and certification standards and guidelines within the past seven (7) years, 26 within the past four (4) years. All 28 states now use an approved program approach for accrediting teacher education programs. This approach is seen by certification personnel as favoring the development of innovative and experimental programs such as CBTE. In fact 17 of the 29 states using the approved program approach noted that CBTE procedures had been developed and would be applied through this approach or that teacher preparation institutions were being "encouraged" to use the flexibility of the approach to develop experimental CBTE programs.

Twenty-three (23) states have produced SDE documents which specifically refer to CBTE or CBC. However, many state CBTE-CBC efforts have been incorporated into revised teacher education and certification systems and don't reflect the strong competency focus of the SDE. In essence, this variable proved to be of little value.

Since 1972, 24 states have developed some type of CBTE-CBC state plan. It is more than a little misleading to refer to these plans as CBTE-CBC. In some cases the focus is on teacher education programs at the preservice level. In other instances plans focus on local school district inservice programs. In still other cases, the plans focus on initial certification criteria or, more frequently on recertification criteria or procedures often requiring local school district evaluation. The common element is that all 24 plans, in one way or another, focus on the statement of competencies as a basis for program development and accreditation or for evaluations resulting in the awarding of teaching credentials. Four (4) states subsequently decided to cancel their comprehensive state plans leaving 20 states with some type of comprehensive plan for competency based teacher education or certification, 18 of these plans have been approved. Six (6) of the states approving a state plan decided not to request any type of legislation that would mandate the plan, leaving CBTE-CBC as an approved alternative route for teacher education program approval and/or certification. Twelve (12) states have a mandate requiring competency based teacher education or certification. However, most of these mandates apply to local school district evaluation systems and require the statement of inservice competencies or performance criteria to be used for recertification purposes. Further, such systems are more local in nature than state even though the state department of education or a state committee is charged with developing the procedures and monitoring its operation. In the final analysis, only

Florida, Georgia (1978), New York (1980), Oregon and Pennsylvania (1978) have clearly taken the position of mandating the statewide utilization of CBTE-CBC for all or significant portions of their accreditation and certification processes. Perhaps as many as 19 other states could be classified as committed to some aspect of competency based teacher education or certification. A few of these states may, in time, further develop their existing plans by further investing state funds in CBTE-CBC. Many of these states, given a "tight money" economy and growing political pressures from various educational groups may decrease their level of committment.

PROJECTED FUTURE DIRECTIONS IN SDE DEVELOPMENT OF CBTE-CBC

The foregoing analysis of the data received from the respective states clearly showed that the degree of state commitment for CBTE-CBC development decreased as the amount of time, personnel requirements and direct state costs increased. What is likely to be the stance of SDE's in the coming years? Making any such predictions probably demonstrates more "courage" than good sense. Consequently, my projections should best be taken as points of departure for discussion.

First, federal monies for research and development have become increasingly scarce and probably will stay scarce in the years ahead. States, at least those in the New England region, have been very slow to step in and fund programs formerly backed by federal dollars. Most teacher preparation institutions have been facing decreasing student enrollments, especially in undergraduate programs. In fact graduates of preservice teacher education programs in many states are having a most difficult time finding teaching jobs since local school district teacher turn-over is quite low. I think the result of these forces will be a general decrease in support of experimental preservice

teacher education programs, especially those requiring considerable program development time, extensive support systems and which carry high initial costs. I am suggesting that a) the number of new CBTE programs will be minimal, and b) many existing CBTE programs may have a hard time justifying their existence. In such an environment, SDE's are not likely to develop comprehensive state systems.

Second, the shortness of money for program development at all levels will place increasing pressure on educational institutions--be they federal, state, or local--to show how funds are being used. Colloquially, one must produce the biggest "bang for the buck", or, more formally, move toward some system of educational accountability. Many aspects of CBTE-CBC lend themselves to such demands. Some states may, given political pressures for greater accountability, attempt to use CBTE-CBC as an "instant accountability" mechanism. In states where such an approach is tried there will probably be considerable negative reaction severely damaging CBTE-CBC developmental efforts. However, a more likely avenue will be for states to develop inservice education and certification systems that give local school districts the authority to develop inservice programs based upon specific local needs and competencies derived from locally identified needs. In fact, a few states have already required local school districts to conduct annual competency or performance evaluations of all their educational personnel or to submit inservice Master Plans. In any event, inservice teacher education and recertification will become the major focus of most SDE plans.

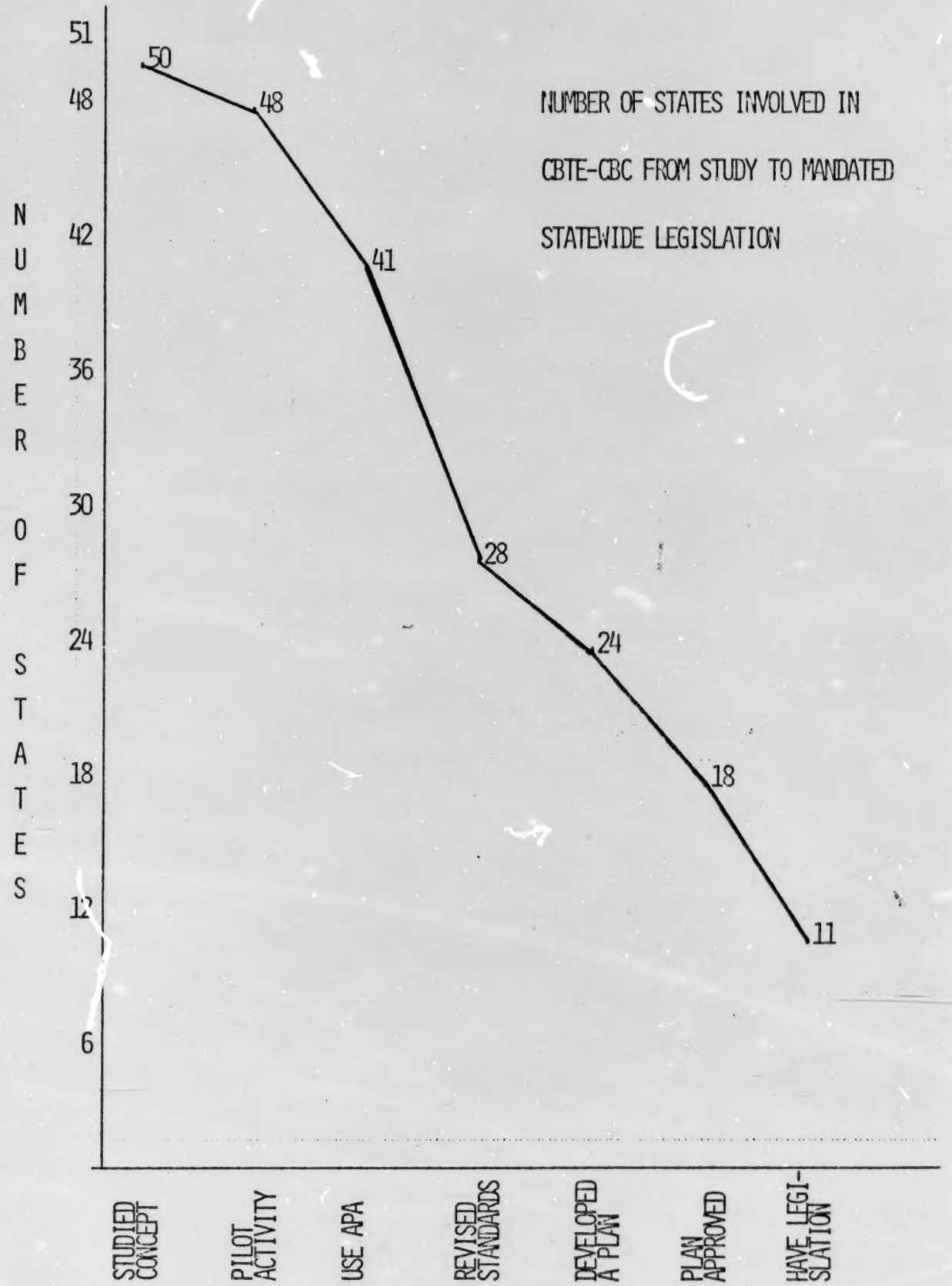
Third, pieces of CBTE and CBC models will become imbedded in teacher education and certification systems. This presentor is not at all sure there was or is a generally understood CBTE model and even less sure what a CBC

model looks like. The fact that all those states that have recently revised their teacher education and certification standards and guidelines chose the approved program approach suggests that a separate CBTE-CBC route is not favored by SDE's. It is not clear what is meant by SDE personnel when they say the approved program approach favors CBTE-CBC. I think specific, or at least less general, specification of outcomes (goals, objectives, competencies) is involved. I think, broader representation or perhaps more systematic involvement of educational groups in the program development and licensing procedures is involved. In essence, I think SDE's will try to address teacher education and certification weaknesses or criticisms by adopting those features of CBTE-CBC which lend themselves to greater educational accountability and to broader participation in the program approval and certification procedures employed by a given state.

Fourth, I think SDE's will begin to move seriously to investigate mechanisms whereby teacher organizations play a dominant or at least more proactive role in the program approval and certification processes employed in a given state. Oregon has already, by legislative acts, turned these processes over to the Teacher Standards and Practices Commission which is a public agency composed of 14 practicing educators and three(3) public members (8 being public school teachers). The Maine Professional Standards Advisory Commission may also become a public agency for teacher education program approval and certification. The point is that it is reasonable for teachers to have a major input in matters that effect their teaching and licensure. The strong emphasis of CBTE-CBC on collaboration and the use of various consortia has probably given an impetus to such actions by SDE's.

The CBTE-CBC movement has had a very real impact on the thinking of many educators. The scope of the implied changes and psychic and economic costs

associated with the changes inherent in CBTE-CBC systems are, I believe, greater than a majority of educators are willing to accept. However, many of the changes inherent in recent CBTE-CBC developments will remain. I haven't the foggiest idea what their carrier will be termed. The best term I can think of to describe the intent of the next movement is, "need responsive, inservice teacher education/certification, support systems".


NUMBER OF STATES INVOLVED IN CBTE-CBC FROM STUDY TO MANDATED STATEWIDE LEGISLATION
NUMBER OF STATES
51
48
42
36
30
24
18
12
6
50
48
41
28
24
18
11
STUDIED CONCEPT
PILOT ACTIVITY
USE APA
REVISED STANDARDS
DEVELOPED A PLAN
PLAN APPROVED
HAVE LEGI-SLATION

STAGES OF PLAN DEVELOPMENT EXHIBITED BY STATES
PRODUCING A STATE COMPETENCY BASED PLAN

	STUDY	PILOT	REVISIONS	APA	PLAN(D)	PLAN (A)	LEGIS.
CALIFORNIA							
FLORIDA							
GEORGIA							
MINNESOTA							
NEW YORK							
CONNECTICUT							
NEW HAMPSHIRE							
VERMONT							
MASSACHUSETTS							
OREGON							
PENNSYLVANIA							
ARIZONA							P
TEXAS							X
UTAH							
NORTH CAROLINA							
TENNESSEE							
WASHINGTON							
NEW MEXICO				NONE			
ILLINOIS					*		
MICHIGAN							X
NEW JERSEY							X
MAINE							
IDAHO					*		
SOUTH DAKOTA							

STAGES OF PLAN DEVELOPMENT EXHIBITED BY STATES
NOT PRODUCING A STATE COMPETENCY BASED PLAN